

William H. Ashe, Ed.D

Independent Consultant
899 Chandler Rd
Northfield, Vermont 0563

**Privileged and Confidential Report for Use and Distribution by the Recipient at his
Exclusive Election**

November 17, 2015

Dr. Charles Moseley
Court Monitor U.S. District Court
Rhode Island Consent Decree and Interim Settlement Agreement
PO Box 544
Charlotte VT 05445

Dear Dr. Moseley;

At your request I visited the State of Rhode Island on October 15, 2015 and October 16, 2015 for the purpose of visiting Community Work Services (CWS) formally known as Training Through Placement (TTP), and Mount Pleasant High School. The purpose of my visit was to examine selected consumer/student records of members of the Interim Settlement Agreement (ISA) Target Groups receiving educational services from Providence Public Schools Department (PPSD) and the provider agency, Community Work Services. The structure of my review consisted of collecting data identified in the Individual Review Form, which you provided me prior to my visit. I have included a copy of this form in the report as Attachment 1. I was also able to spend time with staff of each organization and this allowed me to develop a preliminary understanding of how each file was organized and structured vis-a-vis the requirements of the ISA, and to determine the extent to which the programs and supports being offered the individuals included in the sample, conformed to expectations of the ISA. Additionally, prior to meeting with CWS I met with a representative of Rhode Island's Department of Human Services, Office of Rehabilitation Services (ORS) to review the files maintained by ORS for the sample of individuals who were being supported by CWS.

This report will provide you with a summary of the data I collected during my visit to CWS and to Mount Pleasant High School. The report will be divided into two sections, the first focusing on my observations and conclusions from my visit to Community Work Services (CWS) and the second section will focus on my observations and conclusions from my visit to Mount Pleasant

High School. All data presented in this report will be discussed separately for each organization as it did not seem useful or meaningful for the data I collected to be combined.

PART I

Community Work Services (CWS)

This review occurred on October 15, 2015 and consisted of a record review of a sample of 26 (33%) of the 80 individuals who are members of the TTP Target Population. The individuals selected for review were chosen at random by the Court Monitor. Two sets of records were reviewed for this sample. One record set is maintained by ORS and the second set is maintained by CWS. There is considerable overlap in content between these two record sets, however, some of the required information identified on the Individual Review Form was unique to one record set or the other. By looking at both sets of records I was able to complete the Review Form for individuals in the sample. A third set of records, maintained by the Rhode Island Department of Behavioral Healthcare, Developmental Disabilities, and Hospitals (BHDDH) was available to me but was not reviewed as all of the requested information was obtainable through the review of the two record sets mentioned above.

My review of these 26 records began at ORS and then continued with my visit to CWS. It is important to note that the staff at CWS were not prepared for my visit. They informed me that the communication about my visit got to them a mere 10 minutes prior to my arrival. This being said, the CWS staff took immediate steps to make the records available to me. Two case managers altered their schedules and spent the duration of my visit with me in order to facilitate my review. While I felt I was able to gather the information I was seeking, it is nevertheless possible that the lack of preparation time had an effect on the thoroughness of my review.

Summary of the Data Collected During CES Visit

Gender and age information for the CWS sample are displayed in Table 1. Of the 26 individuals' selected for the sample, 16 were male and 10 were female. The overall range of ages was 23 years to 69 years with males being somewhat younger (46.15 years compared to 51.4 years). The original sample for the CWS visit consisted of 26 names.

TABLE 1: CWS SAMPLE SIZE AND AGE DATA

	SAMPLE	MALE	FEMALE
NUMBER	26	16	10
MEAN AGE	46.15	42.9	51.4
AGE RANGE	23 - 69	23 - 69	37 - 61

On my arrival to CWS I was informed that two persons, person 9 who is a 45 year old male, and person 12, a 69 year old male had withdrawn from services with CWS. For this reason all subsequent data was based on a revised sample number of 24 (30%).

One of the primary intentions for my review was to look at the number of persons in the sample who were employed. These data were collected for persons employed on April 1, 2015 as well as who was employed as of the date of my visit which was October 15, 2015. Individuals were counted as being employed only in those situations where the wage was being paid by an employer and not by the placement program. The summary of these data are displayed in Table 2.

TABLE 2: CWS EMPLOYMENT SUMMARY (N = 24)

Agency Assign #	Name	Age	Gender	Employed				Job Title	Start Date	End Date	Employed				Job Title	Start Date	End Date
				1-Apr-15	Employer	Hr. Wage	Hrs Wk				Currently	Employer	Hr. Wage	Hrs Wk			
3	MA	58	F	N							Y	T.J. Max	\$ 9.00	6	Stock	7/17/2015	-----
5	LC	52	F	Y	T.J. MAXX	\$ 9.27	20	STOCK	9/3/2014	-----	Y	SAME	\$ 9.27	20	STOCK	9/3/2014	-----
10	LD	25	M	Y	BHDDH	\$ 14.81	20	CLERICAL	6/19/2015	-----	Y	SAME	\$ 14.81	20	CLERICAL SUPP	6/19/2015	-----
17	CM	25	M	Y	ABS	\$ 9.00	20	WAREHOL	9/8/2013	-----	Y	SAME	\$ 9.00	20	WAREHOUSE	9/8/2013	-----
24	KR	61	F	Y	T.J. MAXX	\$ 9.00	12	STOCK	5/15/2014	-----	Y	SAME	\$ 9.00	12	STOCK	5/15/2014	-----
27	JU	36	M	Y	AA SIGN	\$ 9.00	10	CUSTODIA	6/24/2014	6/19/2015	N						
MEANS		42.8				\$ 10.22	16.4						\$ 10.22	15.6			

As of April 1, 2015, 5 individuals from the revised sample of 24 were employed (21%). This was also true for the date of my visit, although the people employed on both of these dates were not the same. Person 27 was employed on April 1st but lost his position during the month of June. Person 3 was not employed on April 1st but was on October 15th having begun his job in mid-July.

The 5 people working on April, 1st were earning an average wage of \$10.22 per hour and this was the same hourly average as of October 15th. Average hours worked per week were slightly lower in October dropping from 16.4 hours to 15.6 hours. Each of these positions were in community integrated employment settings. On the job supports were a combination of natural supports provided by the community employer along with as needed agency supports provided by CWS.

Table 3 provides a summary of the non-work day supports being provided by CWS for the 24 people in the revised sample. These supports were classified into two categories, day habilitation services and pre-vocational services. In my analysis, activities that were clearly work focused were recorded as pre-vocational, and other non-vocational activities were considered day-habilitation. As the information in the records themselves did not always clearly identify the specific type and intent of the program focus, the assignment of these hours into either day habilitation or pre-vocational was made with consultation and input from the CWS staff members who assisted me.

TABLE 3: CWS: SUMMARY OF DAY HABILITATION AND PRE-VOCATIONAL SERVICES (N = 24)

Agency Assign #	DOB	Age	Gender	Day Hab	Pre-Voc	Day Prog	
				Hours	Hours	Total hrs Week	
3	8/20/1967	58	F	6	7	13	
4	7/10/1952	63	M	28	2	30	PRE VOC IS SITUATIONAL ASSESSMENT
5	11/15/1963	52	F	5	13	18	8 HOURS OF SITUATIONAL ASSESSMENT INCLUDED IN PRE VOC
6	11/27/1960	55	F	24	1	25	PRE VOC IS SITUATIONAL ASSESSMENT
7	6/20/1964	51	F	20	3	23	PRE VOC IS SITUATIONAL ASSESSMENT
8	4/26/1980	35	M	25	0	25	
10	4/4/1990	25	M	0	10	10	
11	8/16/1978	37	F	0	6	6	PRE VOC IS SITUATIONAL ASSESSMENT
14	3/30/1975	40	F	10	9	19	PRE VOC IS SITUATIONAL ASSESSMENT
15	1/3/1959	56	F	25	0	25	
16	6/19/1957	58	M	22	3	25	PRE VOC IS SITUATIONAL ASSESSMENT
18	8/22/1980	35	M	15	6	21	PRE VOC IS SITUATIONAL ASSESSMENT
19	6/2/1992	23	M	20	3	23	PRE VOC IS SITUATIONAL ASSESSMENT
20	10/4/1954	61	M	20	0	20	
21	7/14/1972	43	F	20	4	24	PRE VOC IS SITUATIONAL ASSESSMENT
23	8/31/1983	32	M	10	2	12	PRE VOC IS SITUATIONAL ASSESSMENT
24	6/18/1954	61	F	5	0	5	
25	8/2/1976	39	M	20	3	23	PRE VOC IS SITUATIONAL ASSESSMENT
26	12/31/1987	28	M	0	15	15	PRE VOC IS SITUATIONAL ASSESSMENT
27	4/24/1979	36	M	25	0	25	
28	6/17/1961	54	M	5	9	14	PRE VOC IS SITUATIONAL ASSESSMENT
MEAN				17	6	19	
				N = 18	N = 16	N = 21	

As is seen in Table 3, 21 of the 24 individuals (87.5%) in the revised sample were receiving day habilitation or pre-vocational services. This included 4 of the 5 persons who were in employer paid jobs (persons 3, 5, 10, and 24) on the date that I visited. Of the 21 persons receiving these supports, 18 (85.7%) were receiving Day Habilitation services and 16 (76%) were receiving pre-vocational services. The 18 individuals receiving Day Habilitation supports averaged 17 hours weekly of this service and the 16 persons involved with pre-vocational supports received an average of 6 hours of this service type weekly. The Day Habilitation supports were described to me as being (small) group based occurring both within the CWS facility as well as in community settings. Given the group nature of these supports I considered them to be congregate activities although the community portion of the Day Habilitation services were occurring within integrated settings. The majority of the pre-vocational hours were provided in Situational Assessment settings.

Table 4 provides a summary of the situational assessments that individuals in the sample were receiving along with information about the relationship between the situational assessment and the achievement of gainful employment.

TABLE 4: CWS SUMMARY OF SITUATIONAL ANALYSIS DATA (N = 24)

	DOB	AGE	Gender	Location	hr wage	hrs week	start date	end date	lead to employ.	LENGTH OF SIT. EMP-MOS	
3	8/20/1967	58	F	TJ MAXX	\$ 9.00	5.00	'12/2014	6/9/2015	Y	7	EMPLOYMENT BEGAN 7/17/15
4	7/10/1952	63	M	SHRI YOGI	\$ 10.00	2.00	3/19/2015	-----	N	8	
5	11/15/1963	52	F	TJ MAXX	\$ 8.00	8.00	'5/14	9/14	Y	4	
6	11/27/1960	55	F	SHRI YOGI	\$ 9.00	1.00	4/1/2015	-----	N	7	
7	6/20/1964	51	F	MARSHAL	\$ 9.00	3.00	10/27/2014	-----	N	12	THIS SA WAS PRECEDED BY ONE AT TJ MAXX BEGINNING IN 2103
10	4/4/1990	25	M	BDDHH			'10/2014	6/2015	Y	9	TOOK LONG WHILE TO GET APPROVALS FOR RI EMPLOYMENT
11	8/16/1978	37	F	MARSHAL	\$ 9.00	6.00	10/28/2014	-----	N	12	
14	3/30/1975	40	F	SEN CTR	\$ 9.00	9.00	6/15/2015	-----	N	4	
15	1/3/1959	56	F	WALGREEI	\$ 9.00	6.00	9/14/2015	9/25/2015	N	12	LOST SA POSITION NOT IN DAY SERVICE - REFERRAL TO ORS
16	6/19/1957	58	M	MARSHAL	\$ 9.00	3.00	10/27/2014	-----	N	12	
18	8/22/1980	35	M	HOME GD	\$ 9.00	6.00	9/30/2014	-----	N	13	
19	6/2/1992	23	M	TJ MAXX	\$ 9.00	3.00	9/30/2014	-----	N	13	
21	7/14/1972	43	F	MARSHAL	\$ 9.00	4.00	12/2/2014	-----	N	11	
22	7/4/1957	58	M	MARSHAL	\$ 9.00	20.00	4/15/2014	8/31/2015	N	16	LOST SA POSITION NOW IN FACILITY
23	8/31/1983	32	M	MARSHAL	\$ 9.00	2.00	7/7/2015	-----	N	3	HAD PREVIOUS COMPETITIVE EMP FROM 8/13-1/15
25	8/2/1976	39	M	TJ MAXX	\$ 9.00	3.00	9/30/2014	-----	N	13	
26	12/31/1987	28	M	HOME GD	\$ 9.00	15.00	5/9/2014	-----	N	19	
28	6/17/1961	54	M	MARSHAL	\$ 9.00	12.00	4/22/2014	-----	N	18	
				MEAN	\$ 9.00	6.35				11.35	

Table 4 demonstrates that 18 of the 24 individuals (75%) in the revised sample have been or are participating in a situational assessment. Of these 18 individuals 3 of them (16.7%) moved into meaningful employment from the assessment process (person 3, person 5, and person 10). The majority of the individuals who have been in a Situational Assessment (15 or 83.3%) have not achieved employment. The data in Table 4 also demonstrate a long situational assessment period for the vast majority of the individuals participating in them (11.35 months). Two other points about the Situational Assessments being used by CWS relate to location and method of wage payment. As can be seen in in Table 4, 11 of these assessments are located in two businesses, TJ Maxx and Marshalls. Importantly, wages are paid to individual participants by the CWS program and not by the company, TJ Maxx or Marshalls.

During my meeting with ORS, I discussed the long duration of these assessments. In response to my question about a standard or expected length of time for a Situational Assessment, I was told that the standard was 10 days but that this could be extended. I was also told that ORS had some concern about the duration of these assessments and that ORS was encouraging CWS to move individuals into employment more rapidly. My own sense of the purpose of an assessment is to allow time within the assessment process to gain sufficient information upon which a proper placement match can then be sought. The assessment is also an opportunity for the participant to gain valuable experience which will enable the participant to make more informed choices about work options. These outcomes should be reachable in a few weeks at most.

I think the purpose and design of the Situational Assessment approach at CWS should be reviewed. It appears that the current approach to the assessment process has in actuality substituted for placements. It also appears from the data that the approach where a program provides a business with multiple employees, makes the wage payments, and provides a large portion of the supervision does not often lead to employment, and may instead actually impede this outcome.

Table 5 provides summary information concerning the overall planning process being used by CWS in areas that are covered by the ISA. These areas will be discussed briefly.

TABLE 5: CWS PLANNING REVIEW SUMMARY (N = 26)

Assign #	DOB	AGE	Gender	Career Planning Development				Benefits Coun.		Other Questions					
				CWS Career ORS Plan Meetin	Emp. Mtg	Person Cent Pln	MAP/PAT used	Indiv. Provided	Certified Counselor	At Least 2 Work Trial Outreach	adaptive staff supports	staff training	file well organized	TYPE OF ADAPT.	
3	8/20/1967	58	F	N	7/14/2015	Y	N	Y	Y	N	N	N/A	SHADOW	Y	
4	7/10/1952	63	M	N	2/17/2014	Y	Y	N	N	N	N	N/A	SHADOW	Y	
5	11/15/1963	52	F	N	8/2015	Y	N	N	N	N	N	Y	SHADOW	Y	
6	11/27/1960	55	F	N	10/5/2015	Y	N	N	N	N	N	N/A	SHADOW	Y	
7	6/20/1964	51	F	N	7/14/2015	Y	N	5/14	Y	Y	N	Y	SHADOW	Y	SPANISH
8	4/26/1980	35	M	N	1/31/2014	Y	N	N	N	N	N	N/A	SHADOW	Y	
9	3/13/1960	45	M	N	7/3/2015	N**	N	N	N	Y	N	N/A	SHADOW	Y	LEFT CWS
10	4/4/1990	25	M	N	6/12015	Y	N	12/11/2013	Y	N	N	N/A	SHADOW	Y	
11	8/16/1978	37	F	N	7/3/2015	Y	N	N	N	N	N	N/A	SHADOW	Y	
12	7/31/1946	69	M	N	11/1/2013	N**	N	N	N	N	N	N/A	SHADOW	Y	LEFT CWS
13	3/18/1954	61	F	N	7/3/2015	Y	N	N	N	N	N	N/A	SHADOW	Y	
14	3/30/1975	40	F	N	7/9/2015	Y	N	N	N	N	N	N/A	SHADOW	Y	
15	1/3/1959	56	F	N	9/9/2015	Y	N	9/10/2013	Y	Y	N	Y	SHADOW	Y	ADAPTIVE VISUAL DEVICE
16	6/19/1957	58	M	N	2/17/2014	Y	N	N	N	N	N	N/A	SHADOW	Y	
17	3/6/1990	25	M	N	*7/11/14	Y	N	12/19/2013	Y	N	N	N/A	SHADOW	Y	
18	8/22/1980	35	M	N	7/16/2015	Y	N	N	N	Y	N	N/A	SHADOW	Y	
19	6/2/1992	23	M	N	9/25/2014	Y	N	10/23/2013	Y	N	N	N/A	SHADOW	Y	
20	10/4/1954	61	M	N	2/17/2014	Y	N	N	N	N	N	N/A	SHADOW	Y	
21	7/14/1972	43	F	N	7/3/2015	Y	N	9/16/2013	Y	N	N	N/A	SHADOW	Y	
22	7/4/1957	58	M	N	8/28/2015	Y	N	3/24/2014	Y	N	N	Y	SHADOW	Y	HEARING AIDS
23	8/31/1983	32	M	N	7/15/2015	Y	N	1/28/2014	Y	N	N	N/A	SHADOW	Y	
24	6/18/1954	61	F	N	8/9/2014	Y	N	N	N	N	N	Y	SHADOW	Y	ASL
25	8/2/1976	39	M	N	9/10/2013	Y	N	N	N	N	N	N/A	SHADOW	Y	
26	12/31/1987	28	M	N	7/16/2015	Y	N	3/7/2014	Y	Y	N	N/A	SHADOW	Y	
27	4/24/1979	36	M	N	7/9/2015	Y	N	N	N	N	N	N/A	SHADOW	Y	
28	6/17/1961	54	M	N	7/9/2014	Y	N	N	N	N	N	N/A	SHADOW	Y	

*= ORS CLOSURE ** = NOT SERVED

The first area concerns the extent to which the process being used by CWS is person centered and inclusive of elements that enables a participant to direct to the maximum extent possible his/her own future. The ISA includes a Career Development Plan process as a significant element in the Person Centered Planning process. As I understand the present status of this process in Rhode Island, the providers generally, including CWS, are waiting for BHDDH to publish the format that they will want the process to follow. To the best of my knowledge this has not as yet been done. With this background I can say that I found in the records I reviewed no evidence of a Career Development Plan as I understand the expectation in the ISA. As is seen in Table 5, ORS has an employment plan for each of the individuals in the revised sample, and my understanding is that CWS was a participant in the meetings with ORS when these plans were developed.

Another feature of a Person Centered Planning process is the use of a planning tool such as a MAP or PATH. Such a planning tool was evident in only one record (person 4). This planning was initiated by another provider who had been identified by BHDDH as the lead agency in the Individual Service Planning (ISP) in conformance with BHDDH guidelines. It is perhaps important to note that in most of the records I reviewed, CWS was not the primary agency assigned by BHDDH to develop the ISP. This assignment was in most instances given to a

residential provider. CWS would participate in these meetings but they were not responsible for them. CWS' responsibility was limited to the employment/day support component only. This more limited role does not restrict CWS from using a truly person centered process when assisting someone to develop future employment and community participation goals.

Overall, CWS appears to be following the ISP requirements of the State of Rhode Island and the planning meetings that were described to me did include the person receiving services and the persons significant others including family. It is on this basis that I rated each plan as being person centered. What is missing is a specific Career Development Plan and the use of a rich format for Person Centered Planning such as would be the case if a MAP or PATH was used and updated on a regular basis. The lack of a dynamic assessment process including various work trial opportunities was also significant in their absence.

A second area of review concerned the presence or absence of Benefits Planning being provided each recipient by a certified benefits counselor. Table 5 above identifies those instances where I found evidence that such individual benefits counseling was provided. In these instances the specific benefits counselor was arranged by ORS. There were other instances where group counseling and benefits orientation was made available. I did not count these instances when preparing Table 5 as I was not certain I had full information for the entire sample. My understanding of the ISA expectation is that individuals should be afforded the opportunity to meet individually with a certified benefits counselor to discuss their own particular circumstances. I didn't believe that a group based orientation was satisfactory in this regard. I do believe that everyone in the sample was offered the opportunity to attend a group orientation that was offered by a certified counselor.

Table 5 also provides a summary of other questions contained on the Records Review Form. As indicated in Table 5 access to at least 2 trial work periods was not typical. Of the 24 people for whom full information was available, only 5 individuals met this expectation. I did not see evidence where there was a defined process for individuals and families to have outreach, education, and support services, including having the ability to speak with individuals currently working in integrated community jobs. I did feel CWS has a decent awareness of individual adaptive support needs and there was an effort to meet those needs in those instances where such support needs were necessary. I also found the records themselves to be well organized. Lastly in terms of staff training, as with records I have reviewed at other provider organizations in Rhode Island, I did not see evidence in the consumer records of staff training. I did inquire about training practices generally and was told that the primary practice was to have new staff shadow experienced staff.

Impressions and Recommendations

This visit to CWS was my third visit to Rhode Island. At the conclusion of each of my previous 2 visits I generated reports that included recommendations for system improvements that I believed would strengthen Rhode Island's ability to meet the expectations and challenges of the ISA requirements. In my first report (June 15, 2015) I outlined 11 recommendations. My second report (August 4, 2015) both confirmed my opinions made in June and added 3 additional

recommendations that I thought would enhance Rhode Island's ability to address the outcomes defined in the Decree. This visit to CWS does not alter in any way my previous 14 suggestions. This visit, however, unlike my previous two, was more focused on the current status of a particular organization's progress towards meeting the terms and conditions of the ISA. For this reason, the following impressions and recommendations while contextually placed within my earlier findings, are more specifically focused on the work and current status of CWS.

Career Development and Person Centered Planning

A real career development plan process does not exist in most of the Rhode Island provider organizations that I have visited. CWS is no exception. All providers are waiting it seems for BHDDH to develop and release a Career Development planning form along with guidelines for its use. While a case could be made for providers to institute a Career Develop Planning process anyway (in fact a few have made moves in this direction) it may be easiest for BHDDH to be encouraged to release the form along with guidelines for how it should be used as soon as possible. Having a Career Development planning process is a very important component in assuring the placement practices of providers are as person centered as possible. It seems that the absence of a defined plan and guidelines is resulting in a substantial delay in instituting this important practice.

In addition to a planning format, I also feel that CWS staff would benefit from training in person centered planning generally, as well as the specific use of a career development planning process. Currently CWS staff are bringing to the ISP meetings an On-Site Work Evaluation form. This document, while providing some useful information is far from a Career Development plan. CWS's role is not generally one of being the agency with primary responsibility for the ISP. CWS should, nevertheless prepare a Career Development Plan that is person centered in order to define what the participant hopes to achieve for work goals and direction. Of course to accomplish this, there must also be an assessment process that includes among other things work trials and short term situational assessments to provide an experience base upon which the participant can make informed decisions. While CWS will still attend an ISP that is the primary responsibility of another organization, the material they will bring will be highly focused on the individual's preferences and choices relative to employment and integrated day activities. As important, CWS will have a dynamic plan that defines the outcomes and directions that they, in partnership with the individual they support, will follow. Each plan for each individual should be a reflection of such a partnership and should present a futures orientation towards growth and change.

Recommendation 1: Career Development Planning should be instituted at CWS as a high priority for all participants. This recommendation includes four components.

- A. BHDDH needs to be encouraged to release the Career Development Plan format they will require providers to follow, along with guidelines for its implementation.
- B. CWS should reach out and obtain assistance from an individual/organization that can train CWS staff in Person Centered

Planning as a general topic, and more specifically in the development of a Career Development Planning Process.

- C. CWS should develop its own internal guideline and expectation for developing Career Plans including who within the CWS organization will be responsible for these plans and within what timelines. Further these guidelines should specify the conditions under which these plans should be updated that are based upon the changing needs of the individual rather than simply being driven by ISP review dates.
- D. An implementation timeframe should be determined by which time CWS will be in compliance with the Career Development Planning process expectation.

Recommendation 2: Person Centered Planning as a concept should be an integral part of CWS' internal planning for supports provided to consumers. This includes planning for both work and integrated community activities. This recommendation includes three steps.

- A. CWS staff should request and receive training in Person Centered Planning as a high priority. This training may or may not be combined with the training for Career Planning Development defined in Recommendation 1.
- B. CWS should develop its own internal guideline and expectation for developing Person Centered Plans including who within the CWS organization will be responsible for these plans and within what timeframe. Further these guidelines should specify the conditions under which these plans should be updated that are based upon the changing needs of the individual rather than simply being driven by ISP review dates.
- C. An implementation timeframe should be determined by which time CWS will be in compliance with the Person Centered Planning process expectation.

Assessment Practices

There are various approaches to assessment and I think it makes little sense to reinvent a wheel. In my first report I suggested using a manual such as the one developed by the Boggs Center at Rutgers as a reference and a guide. This manual can be found at:

http://rwjms.rutgers.edu/departments_institutes/boggscenter/projects/documents/SEManual2009.pdf

Assessment should be a dynamic process collecting information from a variety of sources that include self-report, observation, job exploration activities, job trails, situational assessment, and other information gathering methods. The assessment should also be updated as new information becomes available and not just at review times.

Assessment all too frequently looks at someone's limitations and does not properly consider well enough the strengths that someone has. Assessment also may not look closely enough at the type of work environment that someone needs in order to do well. This type of information is essential for effective job matching to take place. I think the recommendations 3-5 are necessary steps for CWS to initiate.

Recommendation 3: CWS needs to develop an assessment process that is person specific and which properly informs the Person Centered processes described above. This assessment process should incorporate multiple information gathering sources including environmental assessment strategies.

Recommendation 4: Include various job trial options as part of the assessment process. While this is essentially included in Recommendation 3 I am mentioning this separately as it is uniquely identified on the Individual Record Review Form as a priority item. As Table 5 demonstrated most of the individuals included in the sample did not have a least 2 job trials.

Recommendation 5: Re-think the situational assessment process that is currently being followed by CWS. It feels that the current situational assessments have morphed from something that might lead to a placement into quasi-placements themselves. I think the way they are structured is not working, and with an average length of over 11 months they cease being helpful for assessment purposes. I think the following steps should be taken.

- A. Establish parameters for situational assessments. What information is desired from the experience and how long will it take for this information to be gathered.
- B. Establish more locations and make sure that the job skills and environment are different enough to provide useful and different information.
- C. Make sure situational assessment sites are approved and endorsed by ORS and function within the parameters of the Federal Wage and Hour Division.
- D. Do not allow a situational assessment to be called employment unless the individual actually is hired by the employer.
- E. While movement from situational assessment to be hired by the host employer may happen from time to time, don't build a situational assessment network based upon the premise that this will happen.

People are Job Ready

The assumption should be that everyone is job ready and that what is needed is a job that is the proper match between the skills, needs, and interests of the individual and the need and interests of an employer. An outcome of the assessment process should be a "picture" of the ideal job

environment/climate for the person being considered for job placement. (Note: this is also Recommendation # 3 from my June 15, 2015 report and it is included in this report as well due to its relevance to CWS). The challenge is to locate and at times design job opportunities for individuals that are “tuned” to the needs of the person (also known as Customized Employment).

Recommendation 6: CWS should adopt and promote a formal position that “Readiness” as a model or as a philosophy should not be a foundation stone upon which services are designed and offered. The belief that everyone at CWS is able to achieve employment should be nurtured across the entire organization.

Re-Look at the Structure of the Job Development Component

It was beyond the scope of my visit to look closely at the job development practices and outcomes being followed at CWS. In my conversations during my visit, however, I was led to believe that there were three job developers. If this is correct I would think there should be more placement activity than what I saw. It appeared to me that in the recent past there has not been a net gain in employment opportunities for the people included in the review sample. I also think that a direct relationship should exist between the assessment information and the specific job development efforts being undertaken. As I did not see examples of this type of information during my visit I think it would be highly unlikely that job developers have the necessary information to identify good job matches. Additionally, I think the approach to Job Development should feature a specific approach designed to locate work environments that are well matched to the specific individuals being considered for placement.

Recommendation 7: The Job Development practices at CWS should be reviewed and altered as needed to increase employment opportunities.

Greater Access to Benefits Counseling

CWS has two certified benefits counselors on staff. It was explained to me that their time was dedicated to working on settlement agreements for the back pay owed to consumers who were employed in the Sheltered Workshop. It appears that Certified Benefits Counselors are few and far between in Rhode Island. Nevertheless, with this resource present within CWS it may be possible at some point to free some time that would make benefits counseling more readily available. I am aware that there may be conflict of interest concerns providing such counseling for consumers being also served by CWS. Perhaps, however, there may be some functional ways to deal with this concern if in fact it is a real barrier.

Recommendation 8: Make in house benefits counselors available to individuals being considered for placement

Develop a Written Plan for Conversion

To the extent that a Conversion Plan or Resource Utilization plan has not been developed at CWS this should be an added area of attention. Part of this plan should be designed to create an in house employment team that is dedicated to the development of individual job opportunities for individuals. If my information was correct about CWS already having 3 in house job

developers, the framework for this type of team may already be in place. Certainly when an individual moves into employment there will typically need to be some upfront job support. For some this upfront support will be longer term and it will be necessary for CWS to shift resources to make this happen. It is not only employment where this resource shifting will be needed. As reported earlier most of the day habilitation offerings at CWS are occurring within small groups. The ISA is expecting that the community effort will also be individualized and integrated. I believe this will necessitate a shifting of resources within CWS to make this happen.

Recommendation 9: CWS should develop a planning document that provides an outline for how placement capacity will be developed, and how resource reallocation will occur, defining organizational steps that respond to the outcomes and timeframes established by the ISA.

CWS Summary

On October 15, 2015 I was able to visit CWS for the purpose reviewing the records of 26 individuals who are part of the TTP Target Population in order to assess the extent to which CWS is adhering to the requirements of the ISA between the United States and the State of Rhode Island and the City of Providence (Civil Action No. 13-442L). While my visit to CWS turned out to be a surprise visit due to a communication problem, I was able with CWS staff assistance, to review the records of 24 of the 26 individuals on the sample list. Two individuals on my sample list were no longer being supported by CWS consequently their records did not provide the specific information that I was seeking.

The information that I was asked to gather was contained on an information gathering tool, Individual Record Review Summary Form that was designed by the Court Monitor. A copy of this tool is provided as Attachment 1. The information I collected has been presented in this report across 5 tables titled, 1. CWS Sample Size and Age Data, 2. CWS Employment Summary, 3. CWS: Summary of Day Habilitation and Pre-Vocational Services, 4. CWS Summary of Situational Assessment Data, and 5. CWS Planning Review Summary. For each of these tables I have endeavored to describe factually the results found during my visit. I have also offered in this report 9 recommendations that I believe will improve upon CWS' ability to provide service options and supports in a manner consistent with the expectations of the Decree. Certainly CWS has moved forward from its earlier workshop orientation but there remains considerable work to be accomplished. These recommendations cover a broad spectrum including Person Centered Planning, Career Development Planning, Assessment Practices, restructuring Situational Assessment and Job Trial opportunities, reviewing Job Development practices, making Benefits Counseling more available, and Resource Allocation issues. I believe acting on these recommendations will move CWS forward in their attempt to meet the requirements of the Consent Decree.

I will be pleased to offer any additional information or clarifications as deemed necessary and important.

PART II

Mount Pleasant High School

On October 16, 2015 I was able to visit Mount Pleasant High School located in the City of Providence. The purpose of this visit was to review the status of 19 students who are members of the Birch Transition Target Population. This review sample was selected by the Court Monitor and made available to Mt. Pleasant staff prior to my visit. On my arrival I met with five (5) Mt. Pleasant High School staff. They remained with me to assist and answer questions during the entirety of my visit. All of the records for the 19 students in the sample were available to me during the review. All files were complete and extremely well organized.

I began this visit by asking the Mount Pleasant staff to describe to me the basic nature of the educational program being provided these particular students with an emphasis on the employment preparation aspects of the program design. These staff described an educational process that was based around 6 different classrooms including two classrooms designed as Transition Classrooms and two as Integrated Classrooms within the general education population. They also described a buddy program where students from the general education population are paired with students in the special education population for Art classes and for Gym. Also described was a Unified Sports program which the entire school was encouraged to support.

The overall staffing for the program included Administrative staff along with regular Classroom Teachers, a Job Developer, and 8 certified (by the State of Rhode Island) Associate Teacher Assistants. These positions are the primary support staff for the students identified for this review. These positions within Mount Pleasant High School are called CTALs.

In terms of progression through the high school experience a full assessment initially occurs during September for students who have attained the age of 14. This assessment process includes a MAP along with other assessment tools. This MAP is reviewed and updated by the age of 16, and again between ages 17 and 18. As new information and interests are discovered, the program is able to adjust to meet these new areas. Community job exposure and explorations begin at age 14 and continue throughout the high school experience. Every student in the program has a Career Development Plan which is updated at regular intervals. This plan, titled My Career Development Plan identifies by name the student's career development team, identifies the sources of information (i.e. assessment sources) used for decision making, elaborates the students stated interests and preferences, describes the results of trial work experiences, defines the nature of needed accommodations including assistive technology, and identifies transition objectives including the anticipated needs from the adult system post-graduation.

It is the practice of the Mount Pleasant High School (MPHS) to start inviting representatives from ORS and BHDDH to meetings concerning these students when the students reach the age of 14. It is the practice of MPHS to make a referral to ORS at age 19 and to BHDDH when the student is 19 1/2 years of age. Staff told me that school eligibility continues until the student reaches the age of 21.

Staff described parent involvement in the entire education process as extremely valuable and essential. For example, MPHS operates a Project Search program in conjunction with Merriam Hospital. At the time of my visit, 8 students were participating in this program (3 from the selected sample). The status of each of these placements is reviewed with student and family participation (along with input from Merriam Hospital staff) on a monthly basis.

Review of the Data Collected

For this review I also used the Individual Record Review Form (Attachment 1) developed by the Court Monitor. MPHS staff had entered most of the information asked for on this form prior to my arrival. My visit therefore, included reviewing each of these forms with the staff present, and sampling various student records to assure that I had as complete an understanding of these data as was possible given the somewhat limited time I had for this review. I have summarized the key points from these data in the two tables that follows.

Table 6 provides a student-by-student summary of basic demographic information as well as information describing the supported employment/work trial experiences each of these students have participated in. None of the students in the sample were actually employed as all of these experiences were part of the educational program provided by MPHS. The numbering used to identify students is the number assigned to them on the document I received from the Court Monitor identifying the sample. As will be seen, two different individuals were identified as student 20. For clarity in Table 6 and Table 7, I took the liberty to separate these two students by designating one student as Student 20A and the other as Student 20B.

Secondly, MPHS when compiling the information, included in the total hours of supported employment (Total SE Hours) three service types. These were service type a.) classroom hours that were spent on employment related skills (i.e. commonly referred to as "soft skills"), service type b.) hours spent on community exploration, and service type c.) days spent in actual job trial settings. Each day of job trial approximately equals 2 hours of on-site experience. Using student 4 as an example therefore, Table 6 shows that this student had a job trial with the Rhode Island Capitol Police. Overall this student had 95 hours of SE services (total of hours in service types a. + b. + c.), and that the number of days on an actual work trial (service type c.) was 16 days which approximately equals 32 hours of the 95 hours spent in all SE service types. Time was insufficient for me to break these hours into more precise categories.

Table 6: Mount Pleasant Student Overview (N = 19)

Number	Gender	DOB	AGE	ORS Ref	BDHHD Ref	Trial Employment 4/1/2015	Name of Trial Work site	Total SE Hours	Days in Work Trial	
4	M	12/12/1996	19	Y	Y	Y	RI Capitol Police	95	16	
11	M	9/15/1999	16	N	N	N		65	0	
13	F	4/4/1998	17	N	N	Y	Berkshire Place	98.5	16	
14	M	8/28/1995	20	Y	N	Y	Project Search	76	20	Project Search
20A	F	2/16/1999	16	N	N	Y	Federal Hill House	56	14	
20B	M	6/3/1996	19	Y	Y	Y	Bakery and Cap. Police	134	62	all trial work
22	M	11/1/1995	19	Y	N	Y	Project Search	19 week	5 days/wk	Project Search
24	F	4/1/1996	19		Y	Y	RI Blood Ctr & Corner Bakery	69.75	23	
29	F	12/7/1997	18	Y		Y	Shannas Kit. /Big Cheese	105	38	
33	F	1/27/1999	16	Y		N		60	0	classroom and exploration
34	M	5/2/1999	16	Y		Y	City Hall	436.5	6	
37	M	5/10/1998	17	Y		Y	Walmart/Children Museum	459	29	Museum just began
45	F	5/22/1996	19	Y	Y	Y	Town Willow/Sysco Kitchen	98	24	Sysco just started
53	M	12/23/1995	19	Y	Y	Y	Federal Hill House/Corner Bak	87.25	15	
57	M	1/5/1996	18	Y		Y	R & C Newspaper	71.75	17	
59	F	12/10/1997	17	Y		Y	Walgreens/Cookie Place	459.25	35	Walgreens previous year
66	M	5/3/1995	20	Y		Y	Project Search	19 week	5 days/wk	Project Search
70	F	1/1/1998	17	Y		Y	Savers	87	6	
74	F	6/29/1999	16	Y		N		133.5	0	classroom and exploration

As is seen in Table 6, the sample of 19 students included 10 males and 9 females ranging in age from 16 to 20 years. With the exception of three students (all 16 years of age), all students have had trial employment experiences that range from 6 days to 35 days. I think most significantly Table 6 reflects that these job trials for this sample of students is involving multiple job trial locations. In fact there are 17 different employers (not including Merriam Hospital which is the Project Search site for 3 students) hosting students in job trial settings. In my introductory conversation with MPHS staff, they emphasized the use of the Career Development Plan and community exploration process to identify student interest areas, and to inform their job development effort to locate community job trial opportunities that responded to these individualized approaches. The identification of such an array of job trial locations provides credible evidence that the use of a strong Career Planning Process is resulting in successful outcomes for the students included in this sample.

Table 7 provides an overview of the key student planning points identified on the Individual Record Review Form.

Table 7: Mount Pleasant Student Planning Summary (N = 19)

Number	Gender	AGE	Career Plan Mtg	Person Ctr Plan	Transition Plan	Introduced Enrolled in ORS by 16	Introduced Enrolled in BDHHD By 16	Benefits Planning	Two Wk. Trials	File Organized
4	M	19	y	y	y	y	y	N	1	y
11	M	16	y	y	y	y	y	N	0	y
13	F	17	y	y	y	y	y	N	1	y
14	M	20	y	y	y	y	y	N	3	y
20A	F	16	y	y	y	y	y	N	1	y
20B	M	19	y	y	y	y	y	N	2	y
22	M	19	y	y	y	y	y	N	1	y
24	F	19	y	y	y	y	y	N	2	y
29	F	18	y	y	y	y	y	N	2	y
33	F	16	y	y	y	y	y	N	0	y
34	M	16	y	y	y	y	y	N	1	y
37	M	17	y	y	y	y	y	N	2	y
45	F	19	y	y	y	y	y	N	2	y
53	M	19	y	y	y	y	y	N	2	y
57	M	18	y	y	y	y	y	N	1	y
59	F	17	y	y	y	y	y	N	2	y
66	M	20	y	y	y	y	y	N	1	y
70	F	17	y	y	y	y	y	N	1	y
74	F	16	y	y	y	y	y	N	0	y

From Table 7 it appears clear that MPHS has been able to put in place a highly individualized process that is meeting many of the requirements of the ISA. As stated earlier, there are 19 students included in this review sample. All of these students have had a Career Planning Meeting with a resulting written Career Development Plan. There was also evidence that demonstrated that these meetings were not a one-time event but are rather part of an ongoing process that change as student interest and experiences dictate. I also believe that all students have plans that have evolved from a person centered planning process. A key component of this process at MPHS is the use of a MAP (Making Action Plans) process. All of the records that I saw during my visit include the MAP diagram developed through this process reflecting an overall approach that is highly individualized. All students in the sample also have a Transition Plan in their record.

From this review it does appear that an outreach effort from the school to ORS and BHDDH and introductions has occurred for each of the Students in the sample. I did not locate information about actual enrollment in ORS and BHDDH by age 16, which was part of the question being asked on the Review Form. MPHS reported that their practice is to refer students to ORS at age 19 and to BHDDH at age 19 ½. To the best of my understanding Benefits Counseling has not been made available for any of the students in the sample. All of the student files were very well organized and appeared to be consistent from one student to the next.

In terms of Job Trial opportunities, three of the 16 year old students have not had a job trial opportunity at this point in their educational process, although as demonstrated in Table 6 these three are receiving supported employment type supports via classroom and community exploration activities. Other than these three students, 8 students have had 1 job trial, 7 have had 2 job trials, and 1 has had 3 job trials. I think it is fair to say that the number of job trials a

student has is influenced by factors such as age, grade, and the nature of the job trial locations themselves. For example 3 of the students are involved in Project Search and 2 of them have only had this single trial. However, Project Search involvement is 5 days a week for 4 hours a day. I believe the importance of the data reflected in Table 6 and Table 7 is that MPHS is actively seeking job trial opportunities for students, and that these opportunities are being driven by a well-designed Career Development Plan process.

Impressions and Recommendations

While this was my third visit to Rhode Island, this was my first visit to a school. What I found on this visit was strong evidence to support the conclusion that Mount Pleasant High School is working hard to create an educational program for these students that is individualized, person centered, and oriented towards preparing students for employment post-graduation. I was impressed by the knowledge and the enthusiasm of the staff that I met with. I was very impressed by the person centeredness of the planning process and in particular their Career Development Plan and their use of a MAP as an overall planning approach. I was additionally appreciative of their strong orientation to choice and to their openness to an inclusionary process which actively involves families as key participants in the educational experience of their children.

From what I could discern, MPHS has embraced the elements of an effective person centered process and has implemented key elements of this process successfully. The diversity and number of job trial locations is but one evidence source that has led me to this conclusion. This being said, my visit to MPHS was short, and was limited to staff interactions and file reviews. Nevertheless I was very impressed by the material I did see. Had time been more plentiful it would of course been interesting to visit classrooms, meet students, and actually see some of these job trial locations along with the students who were working in them. This type of review, however, was well beyond the scope of this particular visit.

Based on the information made available to me during my visit to MPHS I do have some recommendations that I think are relevant. These include recommendations that the MPHS can address directly, while others are more system issues that MPHS can be a part of, but not without other key state partners.

Continue Refining Current Educational Process and Components

I think that MPHS was able to demonstrate an excellent person centered approach to delivering educational services to the Birch Target Population; certainly to the particular 19 students that I reviewed. My encouragement is that MPHS continue to examine their current process in order to make it even better over time. This may include considering the balance between hours spent in integrated classrooms vs classrooms that are non-integrated, ways to increase the hours and diversity of job trial opportunities, enhancements and additions to current practices that have to date proven to be successful, and including paid job opportunities particularly during the final year of school eligibility.

A second general area may be to consider the extent to which the training of the primary support staff, the CTAL's is focused on the delivery of supported employment services. In my

experience, even mature supported employment programs struggle at times with the nuance of on-site job support. This includes a variety of topic areas including teaching strategies and methods, fading techniques, job related data collection, communication with employers, and a host of other topics.

Recommendation 1: Continue with efforts to improve upon current methods and procedures that will assist students to be prepared to enter the world of employment following completion of their educational experience.

Recommendation 2: Review current practices of training and support for CTALs to assure the skill levels of these key staff are at optimal levels, and that they have options for ongoing consultation to assist in solving work site training and support issues.

Moving to areas that are more system wide I suggest that efforts be made to strengthen the connection between the education system and the adult system. My opinion is that an important outcome for students is that they not move into a period of uncertainty upon graduation. Rather the objective for all parties should be a seamless transition from school based services to adult services. From my discussion with MPHS staff and from my review of the records of these students, seamlessness does not appear likely in all cases. MPHS reported that absent an intentional effort school staff were not aware in most cases what the service outcomes were for students after graduation. Students in my view should exit school with a job. They should not be moved into the adult system where the momentum gained in school is lost during the transition between these two different systems. I think the responsibility for this should ideally reside in a partnership between the educational system and the adult system. The goal for this partnership should be a seamless transition from school to adult services. Having paid employment upon graduation should make this entire transition far easier to manage. With this in mind I offer the following recommendations.

Recommendation 3: The emphasis for a student in his/her final year of school should be a paid job prior to graduation. The focus of the school should shift during this final year from job trial to employment.

Recommendation 4: ORS and BHDDH systems should actively engage with students and education teams as early as possible but no later than 6 months prior to the start of the student's final year of schooling.

Recommendation 5: All questions about eligibility for adult services should be resolved for all students prior to the start of the student's final year of school.

Recommendation 6: All students who will be entering the adult system should have the ability to select an adult service agency by the beginning of their final year of school.

Recommendation 7: During the final year, the school, ORS, BHDDH, and the selected adult service provider should work together to assure that each student exits

school with paid employment, and with the needed funded supports in place so that the transition from education to the adult system is seamless.

In making these last recommendations I understand that they are not without complexities. Nevertheless, from the students or the student's family perspective, this should be the norm and not the exception. The systems should be challenged to find the mechanisms that will allow these systems to work together in a manner that assures a seamless transition.

Overall Summary

On October 15, 2015 I had the opportunity to visit Community Work Services, Inc. for the purpose of reviewing the records of 26 members of the TTP Target Population in order to assess the extent to which CWS had reached requirements and benchmarks of the ISA. In addition to the records themselves, I was able to meet with CWS staff. This allowed me opportunity to both clarify and understand information contained in the records along with the approach CWS was taking to conform to the ISA provisions. This visit did not afford me the time to meet with any of the 26 consumers, nor did it afford me the time to visit any of the employment and job trial settings CWS was supporting. The type of information I was seeking was identified in a data collection tool developed by the Court Monitor (Individual Record Review Form) which is included at Attachment 1. Part 1 of this report describes this visit experience, summarizes the data I collected, and reports on 9 specific recommendations that I feel will enhance CWS' ability to move forward with their efforts to meet the outcomes articulated in the ISA.

Part II of this report describes my visit to Mount Pleasant High School (MPHS) of October 16, 2015 where I reviewed the record of 16 students who are members of the Birch Transition Target Population. This review was facilitated by MPHS staff who explained to me the nature and structure of the educational program available to these students. The types of data I collected and reported on were also gathered using the Individual Record Review Form found at Attachment 1. As with the CWS visit, this visit to MPHS did not afford me the time to meet any of the 16 students, nor was I able to visit any of their classrooms or community job trial sites. This report describes the data I was able to collect as well as my overall impressions and recommendations. The 7 recommendations made address possible areas for improvement at MPHS, as well as systemic improvements intended to encourage steps towards making the transition from school based services to adult services more seamless than what they appear to be at the present.

I have also attached to this report a copy of the Career Development Plan that has been developed and implemented at MPHS. This plan is included at Attachment 2. I think some consideration should be given to adopting/adapting this planning tool in the adult system as I believe the absence of such a plan is hindering the change efforts underway in the adult system across the State of Rhode Island.

I appreciate very much the opportunity to visit these two organizations and I hope these visits have been of assistance to you and to Rhode Island's efforts to manage this significant system change process. I am of course willing to provide any clarification of any of the data, impressions, or recommendations I have included in this report. I am also thankful for the

openness, willingness, and assistance from both Community Work Services, Inc. and Mount Pleasant High School.

Most Sincerely,

William H. Ashe, Ed.D
Independent Consultant
899 Chandler Road
Northfield, Vermont 05663

Attachment 1

Rhode Island Interim Settlement Agreement
United States v. State of Rhode Island and the City of Providence
United States District Court District of Rhode Island
Civil Action No. 13-442L

Individual Record Review Form

Reviewer:

Date of Review:

Agency, Program or Location:

1. Personal Information

a. Name:

b. Gender: Male Female

c. Date of Birth: Age:

2. Does the person have a BHDDH Caseworker, ORS Counselor or School Counselor? Yes No . Names(s) if available: _____

3. To which ISA Target Population does the individual belong?

a. TTP Target Population _____

b. Birch Transition Target Population _____

c. Birch Exit Target Population _____ [Exited Birch or will exit within 1 year]

4. Was this individual employed on April 1, 2015:

- a. Yes No (Circle)
- b. Job Type:
 - i. Competitive
 - ii. Temporary
 - iii. Trial work experience or internship
- c. Employer:
- d. Hourly wage:
- e. Hours per week worked (average):
- f. Type or nature of job (e.g.: position title or description, trial work experience, internship, self employment, etc.).
- g. Is the job placement:
 - i. Individual
 - ii. Group (indicate size)
- h. Length of employment at this job or jobsite? (Number of days, months or years)

5. Current Status

A. Secondary School

- a. Yes No (Circle)
- b. Receiving Supported Employment Services? Yes No
 - i. Hours per week:
- c. Hours SE services per week (average):
- d. Trial Work Experiences? Yes No;
- e. Trial Work Days per week: _____
- f. Referred to BHDDH? Yes No
- g. Received SIS Assessment? Yes No Date:

B. Adult Services - Employment

- a. Is the individual employed? Yes _____; No _____

- b. Job Type:
- i. Competitive _____
 - ii. Temporary _____
 - iii. Trial work experience or internship _____
- c. Employer (Indicate "same" if the person is in the same job as indicated above).
Include self employment: _____
- d. Employment dates: from _____, to _____
- e. Months/years employed at this location: _____
- f. Hours worked per week (average): _____
- g. Hourly wage: _____
- h. Is the hourly wage at or above the State's minimum wage rate? (circle)
- i. Yes
 - ii. No
- i. Is the person's wage paid by any entity other than the employer?
- i. Yes
 - ii. No

C. Day Service or Program(s)

- a. Name/Description: _____
- b. Location: _____
- c. Type: (Circle all that apply)
- i. Community based
 - ii. Integrated
 - iii. Integrated and community based
- d. **Day supports received.** Indicate type for each – (1) Integrated; (2) community based; (3) integrated and community based; (4) congregate.

	<u>Type</u>	<u>Hours/Week</u>
i. Day habilitation:	_____	_____
ii. Prevocational:	_____	_____

- iii. Companion services: _____
- iv. Natural supports: _____
- v. Other (describe): _____
- vi. Hours per week (average): _____

6. Average weekly hours

- e. Supported employment _____
- f. Day services/supports _____
- g. Total _____

7. List the natural supports received by the person. Are these identified in the ISP/IEP or individual record?:

8. Planning

		Yes	No	Date
1. Career Development Planning (CDP)				
	• Did the individual participate in one or more career planning meetings? When?			
	• Are meeting minutes available for review?			
	• Did a VR Counselor attend the meeting?			
	• Did a BHDDH representative attend the meeting?			
	• Did the person's family or authorized representative participate in CDP?			
	• Was a Career Development Plan written? When?			
	• Are essential supports, barriers and strategies to remove barriers identified in the CDP?			
	• Has the CDP been updated on an annual basis? (Provide most recent date)			
	• Does the person have an Individual Employment Plan from ORS?			
2. Person-Centered Planning IEP / ISP				
	• Does the person have a plan developed through a person-centered planning process?			
	• Did the person directly participate in his or her ISP?			
	• Does the ISP include a clear statement of the person's employment preferences, goals and desires?			
	• Do the individual's desired employment outcomes relate to his/her talents, preferences and needs as identified in the assessments and individual support or education plan?			

	• Does the individual's support plan identify specific outcomes and support activities that lead to employment skill development or increase her/his ability to participate in integrated community activities?			
	• Are adaptive supports and/or devices needed for the integrated employment identified in the individual plan and provided on the job?			
	• Did the person participate directly in the development of his/her plan?			
3. Transition Planning for Youth				
	• Did the individual have a transition planning process?			
	• Did the process begin at age 14?			
	• Does the IEP include employment related objectives/recommendations?			
	• At age 16 was the individual introduced to or enrolled in state funded services through ORS?			
	• At age 16 was the individual introduced to or enrolled in state funded services through BHDDH?			
	• At age 18 did the student meet with the employment planning team to facilitate post secondary employment in integrated settings?			
4. Benefits Planning				
	• Did the individual receive Benefits Planning Services? (Add date)			
	• Was the benefits counselor certified?			
	• Did the benefits counselor provide a written analysis on the impact of earned income on her/his public benefits?			
Other Questions				
5.	Did the individual participate in at least one vocational or situational assessment ? When? (Add date)			
6.	Did the individual complete at least two trial work experiences ? (Add dates) before exiting Birch?			
7.	Did the individual receive outreach, education and support services ? (Add dates if yes)			
8.	Was the individual and his/her authorized representative or family member, provided with opportunities to speak with persons currently working in integrated community jobs?			
9.	Was the person provided with needed physical adaptations or adaptive devices?			
12.	Was the person provided with needed communication aides or assistance?			
13.	Is the person receiving translation, interpretation and sign language services when needed?			
14.	If physical adaptations, communication aides or other assistance are needed are they being provided at work and in integrated day services?			
15.	Does the record include documentation that provider agency staff have received the training necessary to support the person in accordance with the individual's plan?			
16.	Is the person's file well organized and does it include all required elements?			

17. **Transportation.** Does the individual receive the transportation services he or she needs to go to work and/or participate in community activities as often as he or she would like?

a. Yes _____

b. No _____

18. **Was the individual interviewed by the reviewer?**

a. What are your employment goals? Do you want to work? If so, where?

b. Are you receiving the supports you need?

c. What additional supports do you need?

19. **Additional comments or observations**

Attachment 2

My Career Development Plan

Name: Jane Doe	DOB: 1/1/1994	Age: 20	SASID: 1234567890	LASID: 1234567
Current School: MPHS	Current Grade Level: 12++	Meeting Date: 11/12/2014	My anticipated exit date: 2015	
My Career Goal: To work at Miriam Hospital in the linen/ washroom or in the mailroom.				
I will meet with Benefits Specialist: (One year prior to exit)		Date: Introduced on 9/9/2013; Review on 11/12/2014		

My Career Development Team: (Persons assisting me with the development of this plan)

Name	Jane Doe	Title	Student
Name	Janet Doe	Title	Parent
Name	Sharmey Holloman	Title	Teacher
Name	Ann Goff	Title	Community Partner Liaison
Name	Theresa DiMatteo	Title	ORS
Name		Title	BHDDH Representative
Name	Brian Quigg	Title	LEA

My Transition Assessments (Include Vocational Assessment & Person Centered Planning):

Method/Tool:	Date(s):
Positive Personal Profile: *Jane can work independently, and is mature, and courteous. *Jane independently utilizes RIPTA services to commute to and from Project Search which is located in Miriam Hospital. *Jane uses charts and notes as reminders to perform activities at work. She creates these charts and notes on her own. *During her free time, Jane enjoys watching movies and playing games on her KINDLE. *Jane owns a cell phone and independently utilizes it.	11/7/2014

<p>UNIQUE Work Environment Preferences:</p> <p>*Indicates Jane prefers working with many people; lifting; standing; moving around; different work; fast work; staying clean; working inside; prefers loudness as opposed to quietness; prefers little supervision; told how to do things as opposed to being shown; and would like to wear a uniform.</p>	<p>10/1/2014</p>
<p>Project Search – Employment Planning Meeting</p> <p>*Jane currently works in the Transport (Laundry/Linen) Department at Miriam Hospital.</p> <p>*Jane verbalized that she works independently on tasks, is very responsible, takes initiative, is polite and gets along with others, is good at filling carts and working in the wash room, and she is good at record keeping.</p>	<p>11/6/2014</p>
<p>Project Search – Next Rotation Worksheet</p> <p>*Jane indicated that she would like to work in the Mailroom or in the Cafeteria at Miriam Hospital.</p> <p>*She stated that she is independent and responsible and enjoys meeting new people.</p>	<p>11/4/2014</p>
<p>This Is How I See Myself Worksheet</p> <p>*Jane states that she is interested in clerical and sales occupations; enjoys working with people, plants or animals.</p> <p>*She indicated that she takes responsibility; likes to work regular hours; and likes to help others.</p> <p>*She is patient, knows when to keep quiet, is an active-starter, is calm, and a is a good follower.</p>	<p>11/6/2013</p>

My Interests & Preferences	
<p>My Expressed Area of Interest</p> <p>Miriam Hospital Internship Position</p>	<p>Working with people; standing, moving around, variety of work, fast work, clean environment, working inside, loud as opposed to quiet, work with little supervision, told how to do things as opposed to being shown, would like to wear a uniform.</p>

My Job Preferences *Transport-Laundry/Linen *Mail Room *Cafeteria	Learning new jobs, more contact with people, to move around.
Recommendations from my Career Development team	*It is recommended that Jane continue participating in the Project Search Internship Program at Miriam Hospital and to follow the rotation process of choosing three different departments to work in. *Jane is showing progress, is working independently, is well liked by her supervisors and peers, and appears to enjoy the Project Search program.

Community Support Services			
ORS Introduction Date: 2013	BHDDH Introduction date: 2013	SSI	SSDI
ORS REFERRAL Date: 2014	BHDDH Application Date: 2014	___ Yes ___ No Date:	___ Yes ___ No Date:

I will Transition to...POST SCHOOL GOALS			
Work Full-time ___ Yes ___ No	Work Part-time ___ Yes ___ No X No	Post-Secondary Education ___ Yes ___ No	Apprenticeship ___ Yes ___ No
Other ___ Yes ___ No (describe)	Supported Employment ___ X ___ Yes ___ No		Short-term training ___ Yes ___ No
		Customized Employment: ___ Yes ___ No	

My School Based Preparatory Experiences (Check)			
Social Skills Training	X	Self-Advocacy/ Self-Determination	X
Career Exploration	X	Conflict Resolution	
Soft Skill Development	X	Peer & Adult Mentorship	X
Job Skill Development	X	Daily Living Skills	X
Youth Development & Leadership		Assistive Technology	
Post School Educational & Community Services		Other:	

My Vocational & Related Services			
Transition Fair		Integrated Work based Learning Experience	X
Career Days		Job Shadow	X
Internships	X	Business Tour	
Part-time Employment		Summer Employment	
Volunteering		Work-study	
Service Learning		Informational Interviews	

Integrated Trial Work Experiences					
*Type	Location	Anticipated dates	Person Responsible	Completed	Total Days
TWE	Miriam Hospital	9/2014-6/2015	Teacher-Sharmey Holloman		TBA 120 Days

*Community Based Vocational Experience= CBVE; Situational Assessment in the Community= SAC;
Summer Work Experience= SWE;

Trial Work Experience =TWE is the opportunity to work in a real job in an integrated employment setting alongside non-disabled co-workers, customers, and/or peers, with the appropriate services and supports for a sufficient period of time to establish whether an individual's interests, skills and abilities are well-suited for the particular job, but for no shorter than 60 days. The trial work experience shall be selected through a person centered planning process and shall be individually tailored to each person.

Information below is based upon results of My Assessments, Person Centered Planning, School Based Preparatory Experiences, Vocational & Related Services, and Integrated Trial Work Experiences:

My Employment Strengths	<ul style="list-style-type: none"> *Courteous to others *Independent *Gets along well with others *Shows maturity *Arrives to work early *Utilized RIPTA independently *Makes her own note/modification cards as reminders for tasks to complete *Good record keeping skills 		
My Employment Barriers	<p>Reading and writing skills</p> <p>Money and budgeting</p>		
Services & Supports Needed to Attain Career Goal	Continue with Project Search Internship Program and to rotate into three departments to explore interests.	Persons Responsible Project Search Team Teacher and CTAL	

My Accommodations Needed (Including Assistive Technology):

Utilize charts and modification cards as reminders to complete tasks and deliveries. (Student is currently creating the cards herself.)

Person/Agency Responsible: Project Search Team: Teacher/CTAL			
Transportation:			
How will I get to and From Work? (Check all that apply)			
RIPTA	<u>X</u>	Family	
Paratranset (RIDE)		Friends/co-worker	
Agency		Walk	
Driver's License/Car		Other (describe)	
Type of Support Needed: (Check what applies)			
	Need	Person or Agency Responsible	
Independent			
Needs Training: (i.e. Travel & pedestrian safety, reading bus schedule)			
Needs Assistance to Access			
No Access to Transportation			